

1890 Institution Teaching and Research Capacity Building Grants Program

FY 2007 Request for Applications

APPLICATION DEADLINE: February 28, 2007



U. S. Department of Agriculture



Cooperative State Research, Education, and Extension Service

**COOPERATIVE STATE RESEARCH, EDUCATION, AND EXTENSION SERVICE;
U. S. DEPARTMENT OF AGRICULTURE**

**1890 INSTITUTION TEACHING AND RESEARCH CAPACITY BUILDING GRANTS
PROGRAM**

INITIAL ANNOUNCEMENT

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: This program is listed in the Catalog of Federal Domestic Assistance under 10.216.

DATES: Applications must be received by close of business (COB) on February 28, 2007 (5:00 p.m. Eastern Time). Applications received after this deadline will not normally be considered for funding. Comments regarding this request for applications (RFA) are requested within six months from the issuance of this notice. Comments received after that date will be considered to the extent practicable.

STAKEHOLDER INPUT: The Cooperative State Research, Education, and Extension Service (CSREES) is requesting comments regarding this RFA from any interested party. These comments will be considered in the development of the next RFA for the program. Such comments will be used to meet the requirements of section 103(c)(2) of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7613(c)(2)). This section requires the Secretary to solicit and consider input on a current RFA from persons who conduct or use agricultural research, education and extension for use in formulating future RFAs for competitive programs. Comments should be submitted as provided for in the DATES portion of this Notice.

Written stakeholder comments should be submitted by mail to: Policy, Oversight, and Funds Management Staff; Office of Extramural Programs; Cooperative State Research, Education, and Extension Service; USDA; STOP 2299; 1400 Independence Avenue, SW; Washington, DC 20250-2299; or via e-mail to: RFP-OEP@csrees.usda.gov. (This e-mail address is intended only for receiving comments regarding this RFA and not requesting information or forms.) In your comments, please state that you are responding to the 1890 Institution Teaching and Research Capacity Building Grants Program RFA.

EXECUTIVE SUMMARY: CSREES requests applications for the 1890 Institution Teaching and Research Capacity Building Grants (CBG) Program for fiscal year (FY) 2007 to stimulate capacity in the development of high quality teaching and research programs at the 1890 Land-Grant Institutions and Tuskegee University and West Virginia State University. The objective is to build their capacities as full partners in the mission of the Department, and to provide more and better trained professionals with core competencies and proficient skills for careers in the food and agricultural sciences. CSREES anticipates the amount available for support of this program in FY 2007 will be approximately \$12.3 million.

This notice identifies the objectives for CBG projects, the eligibility criteria for projects and applicants, and the application forms and associated instructions needed to apply for a CBG grant. CSREES additionally requests stakeholder input from any interested party for use in the development of the next RFA for this program.

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PART I-FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority and Background

Authority for this program is contained in section 1417 (b)(4) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended (NARETPA) (7 U.S.C. 3152 (b)(4)) and pursuant to annual appropriations made available specifically for the 1890 Capacity Building Program. In accordance with the statutory authority, subject to the availability of funds, the Secretary of Agriculture may make competitive grants, for a period not to exceed five years, to design and implement food and agricultural programs to build teaching and research capacity at colleges and universities having significant minority enrollments.

For purposes of this program, the term “food and agricultural sciences” means basic, applied, and developmental research, extension, and teaching activities in food and fiber, agricultural, renewable natural resources, forestry, physical and social sciences, or rural economic, community, or business development, including related disciplines as defined in section 1404(8) of NARETPA, 7 U.S.C. 3103(8) (see Part VIII, E., Definitions).

B. Purpose and Priorities

The purpose of the 1890 Capacity Building Grants Program is to strengthen teaching and research programs in the food and agricultural sciences by building the institutional capacities of the 1890 Land-Grant Institutions, Tuskegee University and West Virginia State University (1890s) through cooperative linkages with Federal and non-Federal entities. This program addresses the need to: (1) attract more students from underrepresented groups into the food and agricultural sciences, (2) expand the linkages among the 1890s and with other colleges and universities, and (3) strengthen the teaching and research capacity of the 1890s to more firmly establish them as full partners in the food and agricultural science and education system. In addition, through this program, USDA will strive to increase the overall pool of knowledge experts for the Department to make significant progress toward achievement of the Department’s goal of increasing participation of underrepresented groups in Departmental programs.

The CBG program will allocate up to 20% of available grant funds to support successful applications addressing the issue areas in *human nutrition, health, obesity, food safety, and agricultural bio-security* (see Part II, A.1.). **In the keywords portion of the application package, applicants should: designate which, if any, of these issue areas are addressed; and specify Single or Joint, Teaching or Research, Degree Level(s), Program Priority Area(s), Educational Needs Area(s), and Discipline(s).**

Applications submitted must follow the format provided in Part IV, B. and address all of the following four items:

- (1) meet at least one of the Degree Levels (described in Part I, C.);
- (2) address at least one of the Program Priority Areas (described in Part I, C. 2.);

- (3) address at least one of the Educational Need Areas (described in Part I, C. 3.) or Research Need Areas (as described in Part I, C. 4.),
- (4) document how project accomplishments (products, results and impacts, etc.) will be published or otherwise disseminated to the broadest extent throughout the academic or scientific community (described in Part IV, B.1.b.(B)(6), Dissemination Plans) , and
- (5) provide a unique application title that is different from the program code name: "1890 Institution Teaching and Research Capacity Building Grants Program."

C. Program Area Description

1. Degree Levels

Applications must focus upon at least one of the following Degree Levels:

- (a) **Baccalaureate degree-level** teaching improvement and research training projects in the food and agricultural sciences.
- (b) **Graduate degree-level** teaching improvement and research training projects only in multidisciplinary or interdisciplinary studies; or
- (c) **First professional degree-level** teaching improvement and research training projects in veterinary medicine (DVM).

2. Program Priority Areas

Applications must address at least one of the following Program Priority Areas:

Program Priority Area #1: Teaching proposals that support multi-college/university approaches to regional or interstate curriculum development, faculty sharing, cross enrollments, joint degrees, or similar methodologies with the potential to encourage regional or national program delivery and reduce instructional duplication and costs in developing capacity for the benefit of the recipient university.

Program Priority Area #2: Teaching proposals that reform mainstream instructional practices and address future needs within the food and agricultural sciences system, including (but not limited to): establishing intra-school collaborations, preparing academic leadership for sustainable change, reshaping curricula for a changing agricultural system, preparing faculty to teach a changing student clientele, strengthening graduate education and training in disciplines relevant to the USDA mission, pipelining of K-12 students into the degree programs in food and agricultural sciences, and developing new student experiential learning opportunities.

Program Priority Area #3: Research proposals that support multi-college/university approaches to scientific investigations that are multidisciplinary and interdisciplinary to

address critical and emerging U.S. agricultural issues at the local, state, regional and national level(s).

Program Priority Area #4: Both Teaching and Research Proposals that support any of the CSREES/USDA Strategic Goals or Objectives. Applicants also are encouraged to submit proposals that may not fit neatly under one of the USDA or CSREES Strategic Goals but addresses an emerging national issue (e.g., new, bio-based products and technologies; human sciences that address rural youth, family and community well-being; forest and rangeland health and protection including improved soil, air, and water quality; global agricultural and natural resources markets, trade, and economic development). Applicants should indicate in the Project Summary which issue and CSREES/USDA Strategic Goal or Objective their proposed project addresses. **The CSREES Strategic Plan can be viewed and downloaded at http://www.csrees.usda.gov/about/offices/pdfs/csrees_stratic_plan.pdf. The USDA Strategic Plan can be viewed and downloaded at to <http://www.ocfo.usda.gov/usdasp/usdasp.htm>.**

Proposed projects that address topics of great importance and are of exceptional merit that have not been listed as Program Priorities will be reviewed and may be funded within the limits of the general pool allocation of the CBG program budget (see Part II, A.1.). This would include important work that by its nature is essential to move an academic discipline or field of science forward but is not in one of the issue areas or program priority areas.

3. Teaching Project Educational Need Areas

Teaching Project applications must address one or more of the following Educational Need Areas identified below, **AND ALSO** deliver for-credit, academic coursework. Applicants are encouraged to design innovative projects that have broad-based applicability beyond a single course or an individual instructor and include a library enhancement component. As in previous years, teaching applications may focus on any subject area(s) in any discipline of the food and agricultural sciences.

In addition to the focus area above, these projects must be related to subject matter within the broadly defined food and agricultural sciences (see Part VIII, E., Definitions).

a. Curricula Design and Materials Development. This Need Area promotes developing new (or adapting existing) curricula and related materials to meet changes anticipated within the food and agricultural sciences system. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area. Projects addressing this Need Area must avoid being fragmented, or having single discipline-specific or lecture-oriented instructional approach. Projects should be integrated and multidisciplinary, and possess learner-centered instruction which will demonstrate an improvement in teaching and student learning against core course objectives. Applicants are expected to demonstrate how the project will reach large audiences efficiently and effectively, provide hands-on learning experiences, extend learning beyond the classroom, reinforce recent research on how to motivate students to learn, retain, apply, and transfer knowledge, skills, and competencies, and integrate and synthesize knowledge.

b. Faculty Preparation and Enhancement for Teaching. This Need Area prepares academic faculty for sustainable change to address emerging student clientele (demographic composition and learning styles), improving teaching competency (subject matter expertise and pedagogy), or developing student recruitment and advising skills (career opportunities in emerging agricultural sciences fields). It is envisioned that efforts under this area will allow faculty to be better prepared to teach future courses related to building human capital in the food and agricultural sciences. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area.

For example, projects addressing this Need Area must enable teaching faculty to: gain experience with recent developments or innovative technology relevant to their teaching responsibilities; work under the guidance and direction of experts who have substantial expertise in an area related to project goals; work with professionals or peers in government, industry, or colleges or universities to learn new applications in a field; expand competence with new methods of information delivery related to teaching; or increase understanding of the special needs of non-traditional students or students from groups that are underrepresented in the food and agricultural sciences workforce so that new students may be recruited, retained, trained and graduated as knowledge practitioners in the food and agricultural sciences.

c. Instruction Delivery Systems. This Need Area encourages the development and use of alternative methods of delivering instruction to enhance the quality, effectiveness, and cost efficiency of teaching programs. Examples of alternative methods of delivering instruction include, but are not limited to: using state-of-the-art information technology; teleconferencing; networking via satellite communications; or utilizing mobile classrooms and laboratories and individualized learning centers. Multi-institutional, regional or national collaborations are encouraged. Emphasis should be on improving the art of teaching by faculty. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area.

Projects addressing this Need Area must demonstrate how instructional quality and student learning increases or how duplication of educational resources and expenses decrease. Examples may include multi-institutional or interstate approaches to curriculum development, faculty sharing, cross enrollments, joint degrees, regionalization of academic programs, sharing results of instructional delivery approaches at regional and national workshops and symposia, and other innovative approaches that improve teaching and learning.

d. Instrumentation for Teaching. This Need Area provides students with the necessary experience with suitable, up-to-date equipment to involve them in work central to understanding and progress in the food and agricultural sciences to prepare them for work and/or further graduate/professional training. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area.

This program initiative will support the acquisition of instructional laboratory and classroom equipment to assure the achievement and maintenance of outstanding food and agricultural sciences higher education programs. An application may request support for: (1) acquiring new, state-of-the-art instructional equipment; (2) upgrading existing equipment; or (3) replacing non-functional or clearly obsolete equipment. Examples of activities that address this Need Area

include, but are not limited to: leasing or purchasing modern instruments to improve student learning experiences in courses, laboratories, and field work; developing new ways of using instrumentation to extend instructional capabilities; or establishing equipment-sharing capabilities via consortia or centers that develop innovative opportunities, such as mobile laboratories or satellite access to industry or government laboratories.

e. Student Experiential Learning. This Need Area encourages the development of new student learning opportunities where students are placed in team-oriented, problem-solving, decision-making situations in the context of real-world experiences. Experiential learning in laboratory research or other internships with business and industry, community organizations, federal agencies and other domains that provide knowledge and skills for graduate study should be given priority. The student experiential learning should be within fields of science with demonstrated shortages of scientific and professional personnel. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area.

Projects addressing this need area must: (1) demonstrate how the experience will produce "society-ready" graduates, (2) contain an evaluation process—involving both the faculty and/or employer or mentor—to assure that students meet project objectives, and (3) document that the field of science under consideration is experiencing a shortage of scientific and professional personnel, and how the project plans to address this deficiency. Individual students may be supported under this experiential learning opportunity for up to three years (including summers, semesters, or semester breaks). Requested grant funds are expected to primarily support stipends provided under the grant for students while they are working in research/field settings. Students should be required to prepare written and oral summaries of the experiential learning gained through this opportunity. To attract high-caliber students, stipends should be competitive with alternative employment options. A modest amount of funds may be requested for materials/supplies to facilitate a student's broad exposure to research/field techniques and methodologies. Grant recipients are encouraged to take advantage of any related paid internship opportunities provided by state, county, federal, business and industry sources.

f. Student Recruitment and Retention. This Need Area is to strengthen student recruitment and retention programs in order to promote the future strength of the Nation's scientific and professional workforce. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area. The Nation's economic competitiveness and quality of life depend upon the availability of a cadre of outstanding research scientists, university faculty, and other professionals in the food and agricultural sciences. A substantial need exists to supplement efforts to attract increased numbers of academically outstanding students to prepare for careers as food and agricultural scientists and professionals. It is particularly important to augment the racial, ethnic, and gender diversity of the food and agricultural sciences student body in order to promote a robust exchange of ideas and a more effective use of the full breadth of the Nation's intellectual resources.

Examples of projects that address this Need Area include, but are not limited to: special outreach programs for pipelining of elementary and secondary students as well as parents, counselors, and the general public to broaden awareness of the extensive nature and diversity of career opportunities for graduates in the food and agricultural sciences; special activities and materials

to establish more effective linkages with high school science classes; unique or innovative student recruitment activities, materials, and personnel; special retention programs to assure student progression through and completion of an educational pipeline program; development and dissemination of stimulating career information materials; use of regional or national media to promote food and agricultural sciences higher education; or provision of financial incentives to enable and encourage students to pursue and complete an undergraduate or graduate degree in an area of the food and agricultural sciences. Recruitment and retention efforts should be summarized quantitatively (i.e. numbers of students recruited against those contacted) and qualitatively (i.e. lessons learned that improve future recruitment strategies).

4. Research Project Need Areas

Research Project applications must address one or more of the following Research Need Areas/Initiatives where there is a present or anticipated need for increased science-based knowledge to address emerging state, regional, national and global issues. As in previous years, research applications may focus on any subject area(s) in any discipline of the food and agricultural sciences. Applicants are encouraged to include a library enhancement component related to the Research Need Area in their applications. In addition, these projects must be related to subject matter within the broadly defined food and agricultural sciences (see Part VIII, E., Definitions).

a. Studies and Experimentation in Food and Agricultural Sciences. The purpose of this Need Area/Initiative is to advance the body of knowledge in those basic and applied natural and social sciences that comprise the food and agricultural sciences. Projects addressing this Need Area/Initiative are encouraged to move away from single discipline-specific research studies, and toward multidisciplinary and interdisciplinary research activities addressing critical issues. Applicants must demonstrate how their chosen Program Priority Areas is addressed when selecting this Need Area.

Examples of studies and experiments that address this Need Area include, but are not limited to: conceiving, designing, and evaluating new bio-processing techniques for eliminating undesirable constituents from or adding desirable ones to food products; conducting plant or animal breeding programs to develop better crops, forests, or livestock (e.g., more disease resistant, more productive, yielding higher quality products); proposing and evaluating methods to enhance utilization of the capabilities and resources of food and agricultural institutions to promote rural development (e.g., exploitation of new technologies by small rural businesses); identifying control factors that influence consumer demand for agricultural products; analyzing social, economic, and physiological aspects of nutrition and health, food choices, and life-style choices, and community strategies for meeting the changing needs of different population groups; or advancing the body of knowledge in highly important scientific, food and agriculture program areas such as human nutrition, food safety, sustainable agriculture, biotechnology and genomics, agribusiness management and marketing, natural resources and the environment, and pest management.

b. Centralized Research Support Systems. The purpose of this Need Area is to establish centralized research support systems that: (1) meet national needs or serve regions or 1890

clientele that cannot otherwise afford, or do not otherwise have ready access to the support in question; or (2) provide research support more economically, thereby freeing up resources for other research uses. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area. Examples of projects that address this Need Area include, but are not limited to: storage, maintenance, characterization, evaluation and enhancement of germplasm for use by animal and plant breeders, including those using the techniques of biotechnology; establishment of computerized data banks of important scientific information (e.g., human nutrition, epidemiological, demographic, weather, economic, crop yields); or establishment of expert service centers for sophisticated and highly specialized methodologies (e.g., evaluation of organoleptic and nutritional quality of foods, toxicology, taxonomic identifications, consumer preferences demographics).

c. Technology Delivery Systems. The purpose of this Need Area is to promote innovation and improvement in the delivery of benefits of food and agricultural sciences to producers and consumers, particularly producers and consumers in underserved communities whose share in these benefits is disproportionately low. Applicants must demonstrate how their chosen Program Priority Area is addressed when selecting this Need Area. Examples of innovations and improvements in this Need Area include, but are not limited to: computer-based decision support systems to assist small-scale farmers in taking advantage of relevant technologies, programs, policies, etc.; or efficacious delivery systems for nutrition intervention information or resource management assistance for low-income families and individuals.

5. Disciplines

Eligible institutions may, within the Teaching Project Educational Need Areas and Research Project Need Areas identified for support, propose projects in any Discipline(s) or subject matter area(s) of the food and agricultural sciences as noted below:

General Food and Agricultural Sciences; Agribusiness Management and Marketing (includes Agricultural Economics); Agricultural/Biological Engineering; Agricultural Social Sciences (includes Agricultural Education, Agricultural Communications, and Rural Sociology); Animal Sciences; Aquaculture; Conservation and Renewable Natural Resources (includes Forestry and Ecology/Wetlands); Entomology, Animal; Entomology, Plant; Environmental Sciences/Management; Food Science/Technology and Manufacturing (including Food Safety); Human Nutrition; Human Sciences/Family and Consumer Sciences (excludes Human Nutrition); International Education/Research (enhancement of U.S. programs); Plant Sciences and Horticulture (including Turf Sciences); Related Biological Sciences (includes General/Basic Biotechnology, Biochemistry, and Microbiology); Soil Sciences; Veterinary Medicine/Science; Water Science/Water Resources; (including Water Quality and Watershed Management); and "other" relevant subject matter areas.

PART II-AWARD INFORMATION

A. Available Funding

There is no commitment by USDA to fund any particular application or to make a specific number of awards. CSREES anticipates approximately \$12.3 million will be available to fund applications in FY 2007. CSREES plans to divide CBG Program funds evenly between Teaching Project awards and Research Project awards.

1. Allocation of Funding Among Project Grants

CSREES plans to allocate available grant funds as follows:

(a) Up to 20% to fund projects addressing issue areas in human nutrition, health, obesity, food safety, and agricultural bio-security;

(b) Up to 40% for Multi-college/university Collaborative (**Applicant Plus Two or More University Partners**) Projects;

(c) Approximately 40% for General Pool (Single Institution) Projects. The General Pool funds projects that address a topic or single discipline of great importance, **but have not been listed as an issue area**. This would include important work that by its nature is essential to move an academic discipline or field of science forward, but is not in one of the issue areas in *human nutrition, health, obesity, food safety, and agricultural bio-security*.

Applicants may use the above allocation plan in determining the type of application(s) submitted. Nevertheless, the final allocation of funds among project grants is dependent upon the number, type and merit of applications received, and CSREES reserves the right to adjust the final allocation accordingly.

2. Funding and Award Restrictions

For the General Pool projects (Part II, A.1.(c)), no single institution may receive more than an "institutional maximum" set currently at 10 percent of the General Pool funds. However, institutions may receive one grant addressing one of the issue areas in *human nutrition, health, obesity, food safety, and agricultural bio-security* (Part II, A. 1. (a)) and one Multi-college/university Collaborative project (Part II, A.1.(b)) grant and these funds *will not* be counted against the "institutional maximum."

Each application must be limited to be either a Teaching Project or a Research Project. There are no limitations on the number of applications that may be submitted by an eligible institution and successful institutions may receive up to four awards (combination of addressing one of the issue areas in *human nutrition, health, obesity, food safety, and agricultural bio-security*; Multi-college/university; and General Pool award).

B. Types of Applications

In FY 2007 applications may be submitted to the CBG Program as one of the following two types of requests:

(1) New application. This is a project application that has not been previously submitted to the CBG Program. All new applications will be reviewed competitively using the selection process and evaluation criteria described in Part V--Application Review Requirements.

(2) Resubmitted application. This is an application that had previously been submitted to the CBG Program but not funded. Project Directors (PDs) must respond to the previous review panel summary (see Response to Previous Review, Part IV, B.1.c.). Resubmitted applications must be received by the relevant due dates, will be evaluated in competition with other pending applications in the appropriate area to which they are assigned, and will be reviewed according to the same evaluation criteria as new applications

C. Project Types

Each application must be limited to either a Teaching Project (Program Code: EP) or a Research Project (Program Code: EQ). There are no limitations on the number of applications that may be submitted by an eligible institution, as defined in Part III, A.

Project periods may range from 18 to 36 months. Projects should conclude no earlier than 18 months after the award date in order to allow applicants sufficient time to evaluate the results and report outcomes, and address the impacts.

Applicants may submit either:

1. Regular Project (Single Institution) Proposal

Applicants may request up to \$200,000 (total, not per year) for a Regular Teaching Proposal and up to \$300,000 (total, not per year) for a Regular Research Proposal (Part II, A.1.(c)).

In a Regular Project Proposal, the applicant executes the project without sharing grant funds with other project partners. A Project Director may receive only one new award as the lead individual in a Need Area that focuses on a single subject or discipline.

2. Joint Project Proposal (Applicant Plus Two or More University Partners)

Teaching applications addressing FY 2007 Program Priority Area #1 or Program Priority Area #4 may request up to \$300,000 (total, not per year) for a Joint Project Proposal.

Research applications addressing FY 2007 Program Priority Area #3 or Program Priority Area #4 may request up to \$500,000 (total, not per year) for a Joint Project Proposal.

In a Joint Project Proposal, the applicant institution executes the project with collaborators from two or more universities. The partner institutions may be 1890 land-grant universities or a combination of 1890s and other colleges and universities. These additional collaborating universities must share grant funds. The applicant institution submitting a Joint Project Proposal to build teaching or research capacity at the 1890 institutions must retain at least 30 percent but not more than 70 percent of the awarded funds, and no collaborating university may receive less than 10 percent of awarded funds through a subaward. (See definition of a Joint Project Proposal in Part VIII, E.).

Note: Applications for a Joint Project Proposal must include a separate subaward budget for each of the identified eligible project partners. (See Part IV, B.2.)

Funds **do not** have to be divided equally among project years.

Either Single Institution Proposals or Joint Project Proposals may have Partnering Entities involved in conducting the proposed work. CSREES encourages partnerships and collaborative efforts with Partnering Entities (State government, federal agencies/offices, and private sector organizations), in addition to eligible joint proposal partners. However, the intent of the CBG is to enhance the research and teaching capabilities of 1890s for advancing student learning and scientific expertise development. Consequently, the award of grant funds is generally limited to the eligible applicant institutions and, for Joint Project Proposals, collaborating universities. While Partnering Entities may have a substantive role in a project, they may not receive significant amounts of grant funding. Partnering Entities may only be reimbursed for minor, non-salary expenses (e.g., materials and supplies). (See definition of Partnering Entities in Part VIII, E.)

PART III-ELIGIBILITY INFORMATION

A. Eligible Applicants

Applications may be submitted only by 1890 Land-Grant Institutions, including Tuskegee University and West Virginia State University. The 1890 Land-Grant Institutions are: Alabama A&M University; University of Arkansas-Pine Bluff; Delaware State University; Florida A&M University; Fort Valley State University; Kentucky State University; Southern University and A&M College (Baton Rouge); University of Maryland-Eastern Shore; Alcorn State University; Lincoln University (MO); North Carolina A&T State University; Langston University; South Carolina State University; Tennessee State University; Prairie View A&M University; Virginia State University; Tuskegee University; and West Virginia State University. An institution eligible to receive an award under this program includes a research foundation maintained by an eligible applicant. A college or university must meet the definition of an Eligible Institution as stated in this RFA (Part VIII, E., Definitions).

All applications (Single Projects AND Joint Projects) must demonstrate cooperation with at least one USDA agency/office. Documentation of USDA/1890 Institution cooperation must be provided in the application (see Part IV, B.1.b.(B)(7), Collaborative Arrangements, and Part IV, B.1.d.). The cooperation should advance capacity building at the 1890 institution in the area of the submitted application.

Faculty and students receiving support for developmental activities or educational costs must be eligible participants, as defined in Part VIII, E., Definitions. Students must be enrolled at institutions that are eligible to receive CBG awards (see above paragraphs). Where student or faculty eligibility is claimed under 8 U.S.C. 1101(a)(22), documentary evidence from the Immigration and Naturalization Service as to such eligibility must be made available to CSREES upon request.

Award recipients may subcontract to organizations not eligible to apply provided such organizations are necessary for the conduct of the project. The subcontract must advance capacity building at the 1890 institution in the area of the submitted application. Provide letter(s) of support from the Federal cooperating agency/office (signed by the Administrator and the cooperator(s) to clearly identify the role and expected outcomes for the proposed project.

B. Cost Sharing or Matching

CSREES does not require matching support for this program and matching resources will not be factored into the review process as evaluation criteria.

PART IV-APPLICATION AND SUBMISSION INFORMATION

A. Address to Request Application Package

Only electronic applications may be submitted via Grants.gov to CSREES in response to this RFA.

Prior to preparing an application, it is suggested that the PD/PI first contact an Authorized Representative (AR) to determine if the organization is prepared to submit electronic applications through Grant.gov. If the organization is not prepared, the AR should see http://www.grants.gov/applicants/get_registered.jsp for steps for preparing to submit applications through Grants.gov.

The steps to access application materials are as follows:

1. Download and install PureEdge Viewer, a small, free program that provides access to the grant application. See http://www.grants.gov/resources/download_software.jsp#pureedge.
2. The application package must be obtained via Grants.gov, go to <http://www.grants.gov>, click on “Apply for Grants” in the left-hand column, click on “**Step 1: Download a Grant Application Package and Instructions**,” enter the funding opportunity number USDA-CSREES-CBGP-000364 in the appropriate box and click “Download Package.” From the search results, click “Download” to access the application package.

Contained within the application package is the “[CSREES Grants.gov Application Guide: A Guide for Preparation and Submission of CSREES Applications via Grants.gov](#).” This Guide contains an introduction and general Grants.gov instructions, information about how to use a Grant Application Package in Grants.gov, and instructions on how to complete the application forms.

If assistance is needed to access the application package (e.g., downloading or navigating PureEdge forms, using PureEdge with a Macintosh computer), refer to resources available on the Grants.gov Web site first (<http://grants.gov/>). Grants.gov assistance is also available as follows:

- Grants.gov customer support
Toll Free: 1-800-518-4726
Business Hours: M-F 7:00 am – 9 pm Eastern Standard Time
Email: support@grants.gov

See <http://www.csrees.usda.gov/funding/electronic.html> for additional resources for applying electronically.

B. Content and Form of Application Submission

Electronic applications should be prepared following Part V and VI of the document entitled “[A Guide for Preparation and Submission of CSREES Applications via Grants.gov.](#)” This guide is part of the corresponding application package (see Section A. of this Part). **The following emphasizes the submission requirements of the Guide, and provides additional information needed in order to prepare an application in response to this RFA.** If there is discrepancy between the two documents, the information contained in this RFA is overriding.

Note the attachment requirements (e.g., portable document format) in Part III section 3. of the Guide.

1. R&R Other Project Information Form

a. Project Summary/Abstract (Field 6. on the Form).

The summary **must** include:

- the funding allocation category under which the proposal is to be considered (*Program Priority Area(s)*) (See Part I, C.2.), *Multi-college/university Collaborative Projects*, *General Pool Projects*, and projects addressing issue areas in *human nutrition, health, obesity, food safety, and agricultural bio-security* (See Part II, A.1.);
- the degree level addressed (See Part I, C.1.);
- if project addresses TEACHING, identify Project Educational Need Area(s) (See Part I, C.3.) Program Code as **EP**;
- if project addresses RESEARCH, identify Project Need Area(s) (See Part I, C.4.) Program Code as **EQ**;
- the relevance of the project to the critical national issues and goals of the USDA/CSREES Strategic Goals and Objectives; and
- the anticipated impact on the food and agricultural sciences higher education system.

The summary should not exceed 250 words. It must succinctly provide information about the major features and a specific description of the activities to be undertaken in the project. It should also designate which subject matter Discipline(s) is supported by the project. If the applicant incorrectly designates a project within a funding allocation category or no designation is made, CSREES reserves the right to place the project in a funding category of its choice. **The Summary must be submitted as an attached .pdf file.**

b. Project Narrative (Field 7. on the Form).

PLEASE NOTE: The Project Narrative must be submitted as an attached .pdf file. The Project Narrative shall not exceed 20 pages of written text and up to five additional pages for figures and tables. This maximum (25 pages) has been established to ensure fair and equitable competition. Prepare the application using standard size (8 1/2" x 11") paper, one-inch margins, no type smaller than 12 point font, and 1.5 line spacing. Use an easily readable font face (e.g., Geneva, Helvetica, Times Roman). The Project Narrative must include all of the following:

(Note: To facilitate application review and evaluation, the applicant is advised to include the following underlined wording as headings in the Project Narrative, followed by the applicant's response for each item.)

(A) Potential for Advancing the Quality of Education; Significance of the Problem:

- (1) Institutional Long-range Goals. Demonstrate how the institution attributes a high merit to the project, discuss how the project will contribute to the achievement of the institution's long-term (five-to-ten-year) goals or strategic plan or Plan of Work; explain how the project will help satisfy the institution's objectives that are of the most importance or Research Foci in the Plan of Work; and how the project is linked to and supported by the institution's strategic plan. Also, explain how the project supports any of the USDA/CSREES Strategic Goals or Objectives.
- (2) Identification of Educational or Research Problem and Project Impact. Clearly identify and explain how the proposed project will address one of the chosen Program Priority Areas and at least one of the Educational or Research Need Areas described in Part I, B. and C. Briefly explain the project's anticipated, overall impact on improving the quality of food and agricultural sciences education or research. Identify the core competencies that the students would attain.
- (3) Project Justification. Clearly state the specific instructional or research problem or opportunity to be addressed and the connection(s) with the institutional goals or strategic plan or Plan of Work. Describe how and by whom the focus and scope of the project were determined. Summarize the body of knowledge justifying the need for the proposed project. Discuss how the project will be of value at the State, regional, national, or international level(s). Describe any ongoing or recently completed significant activities related to the proposed project for which previous funding was received under this program.
- (4) Innovation. Teaching project(s) should clearly identify the discipline to be addressed, describe the core competencies that students will attain through new knowledge gain, describe the proposal's creative approach to improving the quality of food and agricultural sciences education, solving an education problem, or advancing educational equity. Research projects(s) should describe the proposal's creative approach to improving the quality of food and agricultural sciences research, solving a scientific problem, or advancing a field of a science and that address objective(s) that are of high importance at the 1890 institution and identify potential results in institutional capacity building.
- (5) Multidisciplinary and/or Problem-based Focus. Indicate how the teaching project is relevant to multiple disciplines in the food and agricultural sciences education, or with other academic curricula. Indicate how the research project is multidisciplinary and interdisciplinary, and/or involves integrated (teaching AND research) activities. Identify the field of a science and the objective(s) that are of high importance at the 1890 institution to be addressed. Clearly identify potential results in 1890 institutional capacity

building. Also, discuss whether the project may be adapted by, or serve as a model for, other institutions.

(B) Proposed Approach and Cooperative Linkages:

(1) Objectives. Cite and discuss the specific project objectives to be accomplished.

(2) Plan of Operation and Methodology. Describe procedures for accomplishing the objectives of the project. Describe plans for management of the project to ensure its proper and efficient administration. Clearly identify and describe the metrics for evaluating successful project management. Describe the way in which resources and personnel will be used to conduct the project. Discuss extent to which students from the 1890s will be incorporated as an integral part of the teaching or research project. Identify responsibilities for key project personnel.

(3) Timetable. Provide a timetable for conducting the project. Identify all important project milestones, and dates as they relate to project start-up, execution, evaluation, dissemination, and closeout. Clearly identify limitations that may impact the timeline and strategies to avoid or compensate for the identified limitations. For multi-institutional projects, include the responsibilities of all partners in the Project Timetable.

(4) Products, Results and Measurable Outcomes. Explain, including metrics, the expected products and results, outcome, and their potential impact on strengthening food and agricultural sciences education and research in the United States. Describe the economic, environmental or social gains resulting from the project. Describe the significant benefits gained. **(Important Note: Make sure to differentiate among the three terms:** “Products” may be actual items or services acquired with funds, e.g., “...mechanisms and content to transition existing course(s) or elements of course(s) for Web-based access” or “created new and innovative prevention and intervention initiatives”; “Results” are intended or unintended consequences of the project, e.g., “...additional course materials now available online to reinforce student learning during non-classroom hours”; and “Outcomes/Impacts” are a measure of the results by comparing what might have happened in the absence of the funded project, e.g., “...an observed, overall increase in student learning based upon 8% higher average test scores of those students who both attended class and used the supplemental, Web-based course materials”).

(5) Evaluation Plans. Provide a methodology and implementation plan for evaluating the accomplishment of stated products, results and measurable outcomes during the project and clearly identify the performance measure(s) by which the project success will be assessed. Indicate whether an external evaluator will be hired for this project and provide his/her name and vitae. In the evaluation plan, indicate the criteria, and corresponding weight of each, to be used in the evaluation process, describe any data to be collected and analyzed, and explain the methodology that will be used to determine the extent to which the needs underlying the project are met. Demonstrate that the project’s impact on improving education and research will be evaluated.

(6) Dissemination Plans. The proposal must document how project accomplishments (products, results and impacts, etc.) will be published or otherwise disseminated to the broadest extent throughout the academic or scientific community and to policy makers and the public. Discuss the institution's commitment to disseminate project results and products. Identify target audiences and explain methods of communication.

(7) Partnerships and Collaborative Efforts. Explain how the project will maximize partnership and collaborative efforts to strengthen food and agricultural sciences education (e.g., involvement of faculty in related disciplines at the same institution, joint projects with other educational institutions, or expand cooperative activities with business or industry) at the 1890 institution. Also explain how it will stimulate academia, the States, or the private sector to join with the Federal partner in enhancing food and agricultural sciences education. Provide evidence, via letters from the parties involved in the partnership or collaborative arrangement indicating the roles, responsibilities and outcomes *from each member* of the partnership. Describe the partnership/collaborative management plan to assure successful outcomes towards project goals.

Summarize cooperative arrangement(s) between the applicant and USDA agency(ies)/office(s). Clearly identify the role of the Federal cooperator(s) and the expected outcome(s) for the 1890 institution. Indicate Federal agency/office willingness to commit support for the project. Describe the degree and nature of each agency or office's involvement in the proposed project. Identify the person(s) at each agency/office who will serve as liaison or technical contact for the project. Describe the expected benefits of the partnership venture for the USDA agency/office and the 1890 Institution. Provide evidence that the USDA agency/office has agreed to collaborate. See Part III, A., Eligible Applicants, and Part IV, B.1.d.

(C) Institutional Capability and Capacity Building:

(1) Institutional Capability. Discuss the institution's commitment to the project. Discuss how the benefits to be derived from the project will transcend the applicant institution or the project period. For example, substantiate that the institution attributes high importance to the project, discuss how the project will contribute to the achievement of the institution's long-term (five- to ten-year) goals, explain how the project will help satisfy the institution's objectives that are of high importance, or Research Foci, and how the project is linked to and supported by the institution's strategic plan.

(2) Institutional Resources. Document that necessary institutional resources (administrative, facilities, equipment, and/or materials), and other appropriate resources, will be made available to the project. Demonstrate how the institutional resources to be made available to the project, when combined with the support requested from USDA, will be adequate to carry out the activities of the project.

(3) Academic and/or Research Enhancement. Document how this project will improve and strengthen teaching and/or research at the institution (including any partner institutions). Clearly indicate what the measures of success are. Discuss how the benefits to be derived from the project will transcend the applicant institution or the grant period.

(4) Continuation Plans. Describe the likelihood of, or specific plans for, continuation or expansion of the project beyond the period of USDA support. For example, does the institution's long-range budget, academic plan or research foci provide for the realistic continuation or expansion of the initiative undertaken by this project after the end of the grant period, are plans for eventual self-support built into the project, are plans being made to institutionalize the program if it meets with success, and are there indications of other continuing non-Federal support?

(D) Key personnel: In addition to completing an R&R Senior/Key Person Profile (Expanded) for each of the key individuals, clearly identify the roles and specific attributes and project responsibilities of each key person associated with the project. Also include the background and qualifications of those personnel who will be responsible for assessing project results and administering the project evaluation and reporting process. **The biographical sketch for Key Personnel must be submitted as an attached .pdf file. Each vita may not exceed two (2) pages. Also, attach the Current and Pending Support Information as a .pdf file. The biographical sketch and the Current and Pending Support Information are attachments in the Research & Related Senior/Key Person Profile (Expanded) Form.**

(E) Budget and cost-effectiveness:

(1) Budget. In addition to the separate, required budget and budget narrative (see paragraph 2. below, R & R Budget), discuss how the budget specifically supports the proposed project activities. Explain how such budget items as professional or technical staff time and salary, travel, equipment, etc., are necessary and reasonable to achieve project objectives. All expenditures for the applicant and each collaborator must be itemized and justified in the corresponding budget narrative to indicate capacity building at the 1890 institution(s) in the area of the submitted application. Justify that the total budget, including funds requested from USDA and any matching support provided, is allocated adequately between the applicant and any collaborating institution, and will be appropriate to carry out the activities of the project. Provide a summary of sources and amounts of all third party matching support. If the proposal addresses more than one Educational Need Area (see Part I, C.3.), or Research Need Area (see Part I, C.4.), applicants should include estimates of the proportion of the funds requested from USDA that will support each respective area. A budget justification is required for all travel related to the proposed project. All costs must be fully explained and justified. **The Budget Justification must be submitted as a single .pdf file attachment in the Research & Related Budget Form.**

(2) Cost-effectiveness. Justify the project's cost-effectiveness. Show how the project maximizes the use of limited resources, optimizes educational value for the dollar, achieves economies of scale, or leverages additional funds. For example, discuss how the project has the potential to generate a critical mass of expertise and activity focused on a Need Area, or to promote coalition building that could lead to future ventures. Justify how travel associated with proposed project will build teaching or research capacity at the 1890 institution(s).

c. Response to Previous Review (Field 11. on the Form).

This requirement only applies to "Resubmitted Applications." Part II, B., "Types of Applications" identifies the type of application(s) that may be submitted in response to this RFA. PDs must respond to the previous review panel summary on no more than one page titled "RESPONSE TO PREVIOUS REVIEW." If desired, additional comments may be included in the text of the Project Narrative subject to the page limitations of that section.

d. Add Other Attachments (Field 11 on the Form)

Each CBG application must include a letter of cooperation with at least one USDA agency/office. The document must be signed by the Administrator of the cooperating USDA agency/office (or his/her designate). If multiple agencies are involved as cooperators, documentation should be included from each agency. This documentation should include: a *brief* summary of the cooperative arrangement; indicate the agency's willingness to commit support for the project; identify the person(s) at the USDA agency/office who will serve as liaison or technical contact for the project; describe the degree and nature of the USDA agency's involvement in the proposed project; describe the expected benefits of the partnership venture for the USDA agency/office and for the 1890 Institution and identify the expected outcomes for the proposed project. (See Part III, A., Eligible Applicants, and Part IV, B.1.b.(B)(7), Partnerships and Collaborative Efforts.) All references to works cited must be complete, including titles and all co-authors, and should conform to an acceptable journal format. References are not considered in the page-limitation for the Project Description.

Each attachment (cooperative arrangement letter(s) and references to work cited) must be submitted as a .pdf file.

2. R & R Budget

a. Cost Sharing or Matching

CSREES does not require matching support for this program and matching resources are not factored into the review process as evaluation criteria. (Only in the event of a tie will matching be considered as a factor for award.) If the institution proposes matching, the sources and amount of all matching support from outside the applicant institution should be summarized in the budget narrative. Cash and non-cash contributions of the institution and third parties should be identified.

Applications should include written verification of commitments of matching support (including both cash and in-kind contributions) from third parties. Written verification means:

For any third party cash contributions, a separate pledge agreement for each donation, signed by the authorized organizational representatives of the donor organization and the applicant organization, which must include: (1) the name, address, and telephone number of the donor; (2) the name of the applicant organization; (3) the title of the project for

which the donation is made; (4) the dollar amount of the cash donation; and (5) a statement that the donor will pay the cash contribution during the grant period; and

For any third party in-kind contributions, a separate pledge agreement for each contribution, signed by the authorized organizational representatives of the donor organization and the applicant organization, which must include: (1) The name, address, and telephone number of the donor; (2) the name of the applicant organization; (3) the title of the project for which the donation is made; (4) a good faith estimate of the current fair market value of the third party in-kind contribution; and (5) a statement that the donor will make the contribution during the grant period.

b. Joint Project Proposals

Applications for a Joint Project Proposal must include a separate subcontract budget (R&R Subaward Budget Attachment Form) for each of the identified project partners.

3. CSREES Supplemental Information Form

a. Program Code (Field 2. on the Form). Enter the program code name "1890 Capacity Building Grants Program." For a Research Project enter the program code "EQ" and for a Teaching Project enter the program code "EP."

C. Submission Dates and Times

Instructions for submitting an application are included in Part IV, Section 1.9 of the CSREES Grants.gov Application Guide.

Applications must be received by Grants.gov by COB on February 28, 2007 (5:00 P.M. Eastern Time). Applications received after this deadline will normally not be considered for funding.

The receipt of all applications will be acknowledged by e-Mail. Therefore, applicants are strongly encouraged to provide accurate e-Mail addresses, where designated, on the SF-424 R&R Application for Federal Assistance.

If the AR has not received a confirmation message from CSREES within 30 days of submission of the application, please contact the Program Contact identified in Part VII of the applicable RFA (for the Small Business Innovation Research program (SBIR) the Program Contacts are specified under subsection 1.5 of the SBIR Program Solicitation) and request the proposal number assigned to the application. **Failure to do so may result in (for competitive programs) the application not being considered for funding by the peer review panel or (for non-competitive programs) a delay in the issuance of an award. Once the application has been assigned a proposal number, this number should be cited on all future correspondence.**

D. Funding Restrictions

With prior approval, in accordance with the cost principles set forth in OMB Circular No. A-21, some grant funds may be used for minor alterations, renovations, or repairs deemed necessary to retrofit existing teaching spaces in order to carry out a funded project. However, requests to use grant funds for such purposes must demonstrate that the alterations, renovations, or repairs are incidental to the major purpose for which a grant is issued.

The FY 2006 Consolidated Appropriations Act limited indirect costs to 20 percent of the total Federal funds provided under each award. CSREES anticipates that the FY 2007 Appropriations Act will include a similar limitation. Therefore, when preparing budgets, applicants should limit their requests for recovery of indirect costs to the lesser of their institution's official negotiated indirect cost rate or the equivalent of 20 percent of total Federal funds awarded. Another method of calculating the maximum allowable is 25 percent of the total direct costs. This same indirect cost limitation applies to subcontracts. Please note that if the 2007 Appropriations Act contains a different indirect cost limitation, CSREES will contact each successful applicant to apply the correct rate prior to the award of a grant.

E. Other Submission Requirements

The applicant should follow the submission requirements noted in the document entitled "A Guide for Preparation and Submission of CSREES Applications via Grants.gov."

PART V-APPLICATION REVIEW REQUIREMENTS

A. General

Each application will be evaluated in a 2-part process. First, each application will be screened to ensure that it meets the administrative requirements as set forth in this RFA. Second, applications that meet these requirements will be technically evaluated by a review panel.

Reviewers will be selected based upon training and experience in relevant scientific, research or extension, or education fields, taking into account the following factors: (a) The level of relevant formal scientific, technical education, or extension experience of the individual, as well as the extent to which an individual is engaged in relevant research, education, or extension activities; (b) the need to include as reviewers experts from various areas of specialization within relevant scientific, education, or extension fields; (c) the need to include as reviewers other experts (e.g., producers, range or forest managers/operators, and consumers) who can assess relevance of the applications to targeted audiences and to program needs; (d) the need to include as reviewers experts from a variety of organizational types (e.g., colleges, universities, industry, state and Federal agencies, private profit and non-profit organizations) and geographic locations; (e) the need to maintain a balanced composition of reviewers with regard to minority and female representation and an equitable age distribution; and (f) the need to include reviewers who can judge the effective usefulness to producers and the general public of each application.

B. Evaluation Criteria

The evaluation criteria below will be used in reviewing applications submitted in response to this RFA.

1. Potential for Advancing Quality of Education/Significance of the Problem (30 points).

This criterion is used to assess the likelihood that the project will have an impact upon and advance the quality of food and agricultural sciences by strengthening institutional capacities to meet clearly delineated needs in the 1890 institutional objectives of high importance, or the strategic goals or the Plan of Work. Elements considered include institutional long-range goals, CSREES/USDA's Strategic Goals and/or Objectives, identification of a problem or opportunity to be addressed as one of the Program Priority Areas, justification for the project, innovation, advancing educational equity, multidisciplinary and/or problem-based focus, and potential for adoption by other institutions.

2. Proposed Approach and Collaborative or Federal Cooperative Linkages (25 points).

This criterion relates to the soundness of the proposed approach including: objectives that show a clear connection to the institutional goals or strategic plan or Plan of Work; methodology, plan of operation, timetable that describe limitations and strategies to avoid or compensate for identified limitations; for multi-institutional projects a timetable that includes the responsibilities of all partners in the project timetable; expected products and results; an evaluation plan that includes performance measures to assess project success; and dissemination plans. For Teaching

and Research proposals emphasis is placed on the identified core competencies that students will attain through new knowledge, the quality of educational or research support provided to the applicant institution through its partnerships and collaborative initiatives, and on the potential cooperative linkages likely to evolve as a result of this project clearly identifying the key personnel responsibilities for products, outputs, outcomes and potential impacts. Metrics to assess products, outputs and outcomes are to be clearly delineated in the proposal, include clear identification of the role of the federal cooperator(s), other partners and the outcomes for the 1890 institution.

3. Institutional Capability and Capacity Building (20 points).

This criterion relates to the institution's capability to perform the project and the degree to which the project will strengthen its teaching or research capacity. Explains how the project is linked to the institution's objectives that are of high importance and indicates the expected capability and capacity building at the 1890 institution that will result. Elements include the institution's commitment to the project, the adequacy of institutional resources (administrative, facilities, equipment, and/or materials) available to carry out the project, potential for academic or research enhancement, and plans for project continuation or expansion beyond the period of USDA support.

4. Key Personnel (10 points).

This criterion relates to the adequacy of the number and qualifications of key persons who will develop and carry out the project, and the qualifications of project personnel who will manage the successful attainment of the identified, proposed outcomes, provide for the assessment of project results and impacts and dissemination of these findings. Clearly identifies the role of all key personnel, responsibilities and outcomes for each member, describes the management plan to assure successful project outcomes.

5. Budget and Cost-Effectiveness (15 points).

This criterion relates to the extent to which the total budget adequately supports the project and is cost effective. Elements considered include the necessity and reasonableness of costs to carry out project activities and achieve project objectives; the appropriateness of budget allocations between the applicant and any collaborating institution(s); the adequacy of time committed to the project by key project personnel; and the degree to which the project maximizes the use of limited resources, optimizes educational value for the dollar, achieves economies of scale, leverages additional funds, and focuses expertise and activity on high-priority Educational or Research Need Areas based on the 1890 institutional objectives or strategic plan or Plan of Work.

C. Conflicts of Interest and Confidentiality

During the peer evaluation process, extreme care will be taken to prevent any actual or perceived conflicts of interest that may impact review or evaluation. For the purpose of determining conflicts of interest, the academic and administrative autonomy of an institution shall be

determined by reference to the current Higher Education Directory, published by Higher Education Publications, Inc., 6400 Arlington Boulevard, Suite 648, Falls Church, Virginia 22042. Phone: (703) 532-2300. Web site: <http://www.hepinc.com>.

Names of submitting institutions and individuals, as well as application content and peer evaluations, will be kept confidential, except to those involved in the review process, to the extent permitted by law. In addition, the identities of peer reviewers will remain confidential throughout the entire review process. Therefore, the names of the reviewers will not be released to applicants. At the end of the fiscal year, names of panelists will be made available in such a way that the panelists cannot be identified with the review of any particular application.

D. Organizational Management Information

Specific management information relating to an applicant shall be submitted on a one time basis, with updates on an as needed basis, as part of the responsibility determination prior to the award of a grant identified under this RFA, if such information has not been provided previously under this or another CSREES program. CSREES will provide copies of forms recommended for use in fulfilling these requirements as part of the preaward process. Although an applicant may be eligible based on its status as one of these entities, there are factors which may exclude an applicant from receiving Federal financial and nonfinancial assistance and benefits under this program (e.g., debarment or suspension of an individual involved or a determination that an applicant is not responsible based on submitted organizational management information).

PART VI—AWARD ADMINISTRATION

A. General

Within the limit of funds available for such purpose, the awarding official of CSREES shall make grants to those responsible, eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. The date specified by the awarding official of CSREES as the effective date of the grant shall be no later than September 30 of the Federal fiscal year in which the project is approved for support and funds are appropriated for such purpose, unless otherwise permitted by law. It should be noted that the project need not be initiated on the grant effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period. All funds granted by CSREES under this RFA shall be expended solely for the purpose for which the funds are granted in accordance with the approved application and budget, the regulations, the terms and conditions of the award, the applicable Federal cost principles, and the Department's assistance regulations (parts 3015 and 3019 of 7 CFR).

B. Award Notice

The award document will provide pertinent instructions and information including, at a minimum, the following:

- (1) Legal name and address of performing organization or institution to whom the Administrator has issued an award under the terms of this request for applications;
- (2) Title of project;
- (3) Name(s) and institution(s) of PDs chosen to direct and control approved activities;
- (4) Identifying award number assigned by the Department;
- (5) Project period, specifying the amount of time the Department intends to support the project without requiring recompetition for funds;
- (6) Total amount of Departmental financial assistance approved by the Administrator during the project period;
- (7) Legal authority(ies) under which the award is issued;
- (8) Appropriate Catalog of Federal Domestic Assistance (CFDA) number;
- (9) Applicable award terms and conditions (see <http://www.csrees.usda.gov/business/awards/awardterms.html> to view CSREES award terms and conditions);

(10) Approved budget plan for categorizing allocable project funds to accomplish the stated purpose of the award; and

(11) Other information or provisions deemed necessary by CSREES to carry out its respective awarding activities or to accomplish the purpose of a particular award.

C. Administrative and National Policy Requirements

Several Federal statutes and regulations apply to grant applications considered for review and to project grants awarded under this program. These include, but are not limited to:

7 CFR Part 1, subpart A—USDA implementation of the Freedom of Information Act.

7 CFR Part 3—USDA implementation of OMB Circular No. A-129 regarding debt collection.

7 CFR Part 15, subpart A—USDA implementation of Title VI of the Civil Rights Act of 1964, as amended.

7 CFR Part 331 and 9 CFR Part 121—USDA implementation of the Agricultural Bioterrorism Protection Act of 2002.

7 CFR Part 3015—USDA Uniform Federal Assistance Regulations, implementing OMB directives (i.e., OMB Circular Nos. A-21 and A-122, now codified at 2 CFR Parts 220 and 230) and incorporating provisions of 31 U.S.C. 6301-6308 (formerly the Federal Grant and Cooperative Agreement Act of 1977, Pub. L. No. 95-224), as well as general policy requirements applicable to recipients of Departmental financial assistance.

7 CFR Part 3017—USDA implementation of Governmentwide Debarment and Suspension (Nonprocurement) and 7 CFR Part 3021—Governmentwide Requirements for Drug Free Workplace (Grants).

7 CFR Part 3018—USDA implementation of Restrictions on Lobbying. Imposes prohibitions and requirements for disclosure and certification related to lobbying on recipients of Federal contracts, grants, cooperative agreements, and loans.

7 CFR Part 3019—USDA implementation of OMB Circular A-110, Uniform Administrative Requirements for Grants and Other Agreements With Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations.

7 CFR Part 3052—USDA implementation of OMB Circular No. A-133, Audits of States, Local Governments, and Non profit Organizations.

7 CFR Part 3407—CSREES procedures to implement the National Environmental Policy Act of 1969, as amended.

29 U.S.C. 794 (section 504, Rehabilitation Act of 1973) and 7 CFR Part 15b (USDA implementation of statute) —prohibiting discrimination based upon physical or mental handicap in Federally assisted programs.

35 U.S.C. 200 et seq. —Bayh Dole Act, controlling allocation of rights to inventions made by employees of small business firms and domestic nonprofit organizations, including universities, in Federally assisted programs (implementing regulations are contained in 37 CFR Part 401).

D. Expected Program Outputs and Reporting Requirements

1. Project Directors Conference

During the tenure of a grant, Project Directors must attend at least one national Project Directors' meeting, if offered, in Washington, D.C., or any other announced location. The purpose of the meeting will be to discuss project and grant management, opportunities for collaborative efforts, future directions for education reform, and opportunities to enhance dissemination of exemplary end products/results. Reasonable travel expenses to attend this meeting may be included in the application's budget under travel expenses.

2. Annual Performance Report

An Annual Performance Report must be submitted to the USDA program contact person within 90 days after the completion of the first year of the project, and annually thereafter during the life of the grant. Generally, the Annual Performance Reports should include a summary of the overall progress toward project objectives, current problems or unusual developments, the next year's activities, and any other information that is pertinent to the ongoing project or which may be specified in the terms and conditions of the award. Annual Performance Reports are to be submitted through the CRIS system described in paragraph 4., below.

3. Final Performance Report

A Final Performance Report must be submitted to the USDA program contact person within 90 days after the expiration date of the project. The expiration date is specified in the award documents and modifications thereto, if any. Generally, the Final Performance Report should be a summary of the completed project, including: a review of project objectives and accomplishments; a description of any products and outcomes resulting from the project; activities undertaken to disseminate products and outcomes; partnerships and collaborative ventures that resulted from the project; future initiatives that are planned as a result of the project; the impact of the project on the Project Director(s), students, the departments, the institution, and the food and agricultural sciences higher education system; and data on project personnel and beneficiaries. The report must document how project accomplishments (products, results and impacts, etc.) have been published or otherwise disseminated to the broadest extent throughout the academic and scientific community. The Final Performance Report should be accompanied by samples or copies of any products or publications resulting from or developed by the project. The Final Performance Report also must contain any other information which

may be specified in the terms and conditions of the award. The Final Performance Report is to be submitted through the CRIS system described in paragraph 4., below.

4. Current Research Information System (CRIS) Reports

Grantees are required to submit initial project information and annual and summary reports to CSREES' Current Research Information System (CRIS). The CRIS database contains narrative project information, progress/impact statements, and final technical reports that are made available to the public. For applications recommended for funding, instructions on preparing and submission of project documentation will be provided to the applicant by the agency contact. Documentation must be submitted to CRIS before CSREES funds will be released. Project reports will be requested by the CRIS office when required. For more information about CRIS, visit <http://cris.csrees.usda.gov>.

5. Other Reports

Grantees should be aware that CSREES may, as a part of its own program evaluation activities, carry out in-depth evaluations of assisted activities. Thus, grantees should be prepared to cooperate with CSREES personnel, or persons retained by CSREES, in evaluating the institutional context and the impact of any supported project. Grantees may be asked to provide general information on any students and faculty supported, in whole or in part, by a grant awarded under this program; information that may be requested includes, but is not limited to, standardized academic achievement test scores, grade point average, academic standing, career patterns, age, race/ethnicity, gender, citizenship, and disability.

PART VII-AGENCY CONTACT

Applicants and other interested parties are encouraged to contact P. S. Benepal; National Program Leader; Multicultural Alliances Unit; Cooperative State Research, Education, and Extension Service; U.S. Department of Agriculture; STOP 2251; 1400 Independence Avenue, SW; Washington, DC 20250-2251; telephone: (202) 720-2186; fax: (202) 720-4924; e-mail: pbenepal@csrees.usda.gov.

PART VIII-OTHER INFORMATION

A. Access To Review Information

Copies of reviews, not including the identity of reviewers, and a summary of the panel comments will be sent to the applicant PD after the review process has been completed.

B. Use of Funds; Changes

1. Delegation of Fiscal Responsibility

Unless the terms and conditions of the award state otherwise, the awardee may not in whole or in part delegate or transfer to another person, institution, or organization the responsibility for use or expenditure of award funds.

2. Changes in Project Plans

a. The permissible changes by the awardee, PD(s), or other key project personnel in the approved project shall be limited to changes in methodology, techniques, or other similar aspects of the project to expedite achievement of the project's approved goals. If the awardee or the PD(s) is uncertain as to whether a change complies with this provision, the question must be referred to the Authorized Departmental Officer (ADO) for a final determination. The ADO is the signatory of the award document, not the program contact.

b. Changes in approved goals or objectives shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes. In no event shall requests for such changes be approved which are outside the scope of the original approved project.

c. Changes in approved project leadership or the replacement or reassignment of other key project personnel shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes.

d. Transfers of actual performance of the substantive programmatic work in whole or in part and provisions for payment of funds, whether or not Federal funds are involved, shall be requested by the awardee and approved in writing by the ADO prior to effecting such transfers, unless prescribed otherwise in the terms and conditions of the award.

e. Changes in Project Period: The project period may be extended by CSREES without additional financial support, for such additional period(s) as the ADO determines may be necessary to complete or fulfill the purposes of an approved project, but in no case shall the total project period exceed five years. Any extension of time shall be conditioned upon prior request by the awardee and approval in writing by the ADO, unless prescribed otherwise in the terms and conditions of award.

f. Changes in Approved Budget: Changes in an approved budget must be requested by the awardee and approved in writing by the ADO prior to instituting such changes if the revision will

involve transfers or expenditures of amounts requiring prior approval as set forth in the applicable Federal cost principles, Departmental regulations, or award.

C. Confidential Aspects of Applications and Awards

When an application results in an award, it becomes a part of the record of CSREES transactions, available to the public upon specific request. Information that the Secretary determines to be of a confidential, privileged, or proprietary nature will be held in confidence to the extent permitted by law. Therefore, any information that the applicant wishes to have considered as confidential, privileged, or proprietary should be clearly marked within the application. The original copy of an application that does not result in an award will be retained by the Agency for a period of three years. Other copies will be destroyed. Such an application will be released only with the consent of the applicant or to the extent required by law. An application may be withdrawn at any time prior to the final action thereon.

D. Regulatory Information

For the reasons set forth in the final Rule related Notice to 7 CFR part 3015, subpart V (48 FR 29114, June 24, 1983), this program is excluded from the scope of the Executive Order 12372 which requires intergovernmental consultation with State and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 35), the collection of information requirements contained in this Notice have been approved under OMB Document No. 0524-0039.

E. Definitions

For the purpose of this program, the following definitions are applicable:

1890 Institution or 1890 land-grant institution or 1890 colleges and universities means one of those institutions eligible to receive funds under the Act of August 30, 1890, (26 Stat. 417-419, as amended; 7 U.S.C. 321-326 and 328), including Tuskegee University and West Virginia State University.

Administrator means the Administrator of the Cooperative State Research, Education, and Extension Service (CSREES) and any other officer or employee of the Department to whom the authority involved is delegated.

Authorized departmental officer means the Secretary or any employee of the Department with delegated authority to issue or modify grant instruments on behalf of the Secretary.

Authorized representative means the president or chief executive officer of the applicant organization or the official, designated by the president or chief executive officer of the applicant organization, who has the authority to commit the resources of the organization.

Budget period means the interval of time (usually 12 months) into which the project period is divided for budgetary and reporting purposes.

Cash contributions means the applicant's cash outlay, including the outlay of money contributed to the applicant by non-Federal third parties.

Citizen or national of the United States means: (1) a citizen or native resident of a State, the District of Columbia, or any Insular Area; or, (2) a person defined in the Immigration and Nationality Act, 8 U.S.C. 1101(a)(22), who, though not a citizen of the United States, owes permanent allegiance to the United States. Where eligibility is claimed solely on the basis of permanent allegiance, documentary evidence from the Immigration and Naturalization Service as to such eligibility must be made available to CSREES upon request.

College or University means an educational institution in any State which: (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate; (2) is legally authorized within such State to provide a program of education beyond secondary education; (3) provides an educational program for which a baccalaureate degree or any other higher degree is awarded; (4) is a public or other nonprofit institution; and (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary of Education for the granting of pre-accreditation status, and the Secretary of Education has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Department or USDA means the United States Department of Agriculture.

Education activity means formal classroom instruction, laboratory instruction, and practicum experience in the food and agricultural sciences and other related matters such as faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies.

Educational Need Area (also see Teaching project grant) means the specific area(s) of educational focus identified in the annual Request for Applications and addressed by the applicant's proposal. This is a grant in support of a project that addresses one or more of the identified educational need areas or specific subject matter/emphasis areas derived from statutory language authorizing the grants program related to strengthening teaching programs including, but not limited to, such initiatives as: curricula design and materials development, faculty preparation and enhancement for teaching, instruction delivery systems, scientific instrumentation for teaching, student experiential learning, and student recruitment and retention.

Eligible applicant. See 1890 Institution.

Eligible participant means, for purposes of education Need Areas "Faculty Preparation and Enhancement for Teaching", and "Student Recruitment and Retention", an individual who is a citizen or national of the United States as defined in this section.

Food and agricultural sciences means basic, applied, and developmental research, extension, and teaching activities in the food and fiber, agricultural, renewable natural resources, forestry, and

physical and social sciences, in the broadest sense of these terms, including but not limited to, activities relating to the production, processing, marketing, distribution, conservation, utilization, consumption, research, and development of food and agriculturally related products and services, and inclusive of programs in agriculture, natural resources, aquaculture, forestry, veterinary medicine, home economics, rural human ecology, rural economic, community, or business development, and closely allied disciplines.

Grant means the award by the Secretary of funds to an eligible organization or individual to assist in meeting the costs of conducting, for the benefit of the public, an identified project which is intended and designed to accomplish the purpose of the program as identified in these guidelines.

Grantee means the organization designated in the grant award document as the responsible legal entity to which a grant is awarded.

Insular Area means the Commonwealth of Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands of the United States.

Integrated means to bring the three components of the agricultural knowledge system (research, education, and extension) together around a problem area or activity.

Joint project application means an application for a project, (1) which will involve the applicant institution working on a joint project in collaboration with **two or more universities** not legally affiliated with the applicant institution, including other schools, colleges, universities, community colleges, junior colleges, or a consortium of institutions; and (2) where the applicant institution and each of the collaborating universities will assume a significant role in the conduct of the proposed joint project. To demonstrate a substantial involvement with the joint project, **the applicant institution submitting a joint project proposal must retain at least 30 percent but not more than 70 percent of the awarded funds, and none of the collaborating universities may receive less than 10 percent of awarded funds.** Only the applicant institution must meet the definition of an eligible institution as specified in this RFA; other collaborating universities participating in a joint project proposal are not required to meet the definition of an eligible institution.

Matching or Cost-sharing means that portion of allowable project costs not borne by the Federal Government, including the value of in-kind contributions.

Outcomes means specific, measurable project results and benefits that, when assessed and reported, indicate the project's plan of operation has been achieved.

Partnering entity means a unit of State government, federal agency/office, or private sector organization that does not receive a substantial portion of award funds but is nevertheless partnered with, and committed to, assisting an eligible institution in building capacity in teaching or research at the applicant 1890 institution.

Peer reviewers means experts or consultants qualified by training and experience to give expert advice on the scientific and technical merit of grant applications or the relevance of those applications to one or more of the application evaluation criteria. Peer reviewers may be ad hoc or convened as a panel.

Plan of Operation means a detailed, step-by-step description of how the applicant intends to accomplish the project's outcomes. At a minimum, the plan should include a timetable indicating how outcomes are achieved, a description of resources to be used or acquired, and the responsibilities expected of all project personnel.

Prior approval means written approval evidencing prior consent by an authorized departmental officer.

Project means the particular activity within the scope of the program supported by a grant award.

Project director means the single individual designated by the grantee in the grant application and approved by the Authorized Departmental Officer who is responsible for the direction and management of the project [also known as a principal investigator for research activities].

Project period means the total length of time, as stated in the award document and modifications thereto, if any, during which Federal sponsorship begins and ends.

Regular project application means an application for a project: (1) where the applicant institution will be the sole entity involved in the execution of the project; or (2) which may involve the applicant institution and one or more other Partnering Entities, but where the involvement of the Partnering Entity(ies) does not meet the requirements for a joint application as defined in this section.

Research means any systematic study directed toward new or fuller knowledge and understanding of the subject studied.

Research activity means a scientific investigation or inquiry that results in the generation of knowledge.

Research capacity means the quality and depth of an institution's research infrastructure as evidenced by its: faculty expertise in the natural or social sciences, scientific and technical resources, research environment, library resources, and organizational structures and reward systems for attracting and retaining first-rate research faculty or students at the graduate and post-doctorate levels.

Research project grant means a grant in support of a project that addresses one or more of the Research Need Areas or specific subject matter/emphasis areas identified in the annual Request for Applications related to strengthening research programs including, but not limited to, such initiatives as: studies and experimentation in food and agricultural sciences, centralized research support systems, technology delivery systems, and other creative projects designed to provide needed enhancement of the Nation's food and agricultural research system.

Secretary means the Secretary of Agriculture and any other officer or employee of the Department to whom the authority involved may be delegated.

State means any one of the fifty States, the Commonwealth of Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Marianas, the Virgin Islands of the United States, and the District of Columbia.

Teaching means formal classroom instruction, laboratory instruction, and practicum experience in the food and agricultural sciences and matters related thereto (such as faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies) conducted by colleges and universities offering baccalaureate or higher degrees.

Teaching capacity means the quality and depth of an institution's academic programs infrastructure as evidenced by its: curriculum, teaching faculty, instructional delivery systems, student experiential learning opportunities, scientific instrumentation for teaching, library resources, academic standing and racial, ethnic, or gender diversity of its faculty and student body as well as faculty and student recruitment and retention programs provided by a college or university in order to achieve maximum results in the development of scientific and professional expertise for the Nation's food and agricultural system.

Teaching project grant (also see Educational Need Area) means a grant in support of a project that addresses one or more of the Educational Need Areas or specific subject matter/emphasis areas identified in the annual Request for Applications and addressed by the applicant's proposal. The areas are derived from statutory language authorizing the grants program related to strengthening teaching programs including, but not limited to, such initiatives as: curricula design and materials development, faculty preparation and enhancement for teaching, instruction delivery systems, scientific instrumentation for teaching, student experiential learning, and student recruitment and retention.

Third party in-kind contributions means non-cash contributions of property or services provided by non-Federal third parties, including real property, equipment, supplies and other expendable property, directly benefiting and specifically identifiable to a funded project or program.

USDA agency cooperator means any agency or office of the Department which has reviewed and endorsed an applicant's request for support, and indicates a willingness to make available non-monetary resources or technical assistance throughout the life of a project to ensure the accomplishment of the objectives of a grant awarded under this program.

United States means the several States, the territories and possessions of the United States, the Commonwealth of Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Marianas, the Virgin Islands of the United States, and the District of Columbia.

USDA and CSREES Strategic Plans: Go to http://www.csrees.usda.gov/about/offices/pdfs/csrees_stratic_plan.pdf to view the CSREES

Strategic Plan. Go to <http://www.ocfo.usda.gov/usdasp/usdasp.htm> to view the USDA Strategic Plan.

F. CSREES' Grants.gov Implementation Plans

CSREES is continuing to develop its capacity to exchange proposal and grant data electronically with its grantees through [Grants.gov](http://www.grants.gov) and to process, review, and award proposals and grants electronically.

In Fiscal Year (FY) 2006, CSREES offered an electronic application option for select grant programs and partnered with five institutions to use Grants.gov Apply. CSREES utilized the SF-424 R&R (Research and Related) forms package (see 70 FR 9656, published in the Federal Register on February 28, 2005) along with CSREES Agency-specific forms and instructions to receive the electronic applications. These pilot activities were successful and provided lessons for applicants and CSREES.

As a result, for the FY 2007 (October 1, 2006-September 30, 2007) cycle, CSREES is requiring electronic submission through Grants.gov for some programs while providing a Grants.gov option for others. Please visit <http://www.csrees.usda.gov/funding/fy07changes.html> for information about FY 2007 submission requirements by program. For more information about CSREES' Grants.gov plans, including important announcements, program implementation, and detailed requirements, see the CSREES' web site, http://www.csrees.usda.gov/business/other_links/egov/egov.html. The information on these web sites will be updated as appropriate. It is suggested that the sites be visited periodically for important updates.

G. DUNS Number

A Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number is a unique nine-digit sequence recognized as the universal standard for identifying and keeping track of over 70 million businesses worldwide. A Federal Register notice of final policy issuance (68 FR 38402) requires a DUNS number in every application (i.e., hard copy and electronic) for a grant or cooperative agreement (except applications from individuals) submitted on or after October 1, 2003. Therefore, project directors should contact an AR to obtain the DUNS number or have the AR begin the steps needed to obtain one.

For information about how to obtain a DUNS number go to <http://www.grants.gov/RequestaDUNS>. Please note that the registration may take up to 14 business days to complete.